Implementation of Blended Learning During COVID-19 Lockdown in Nigeria: a Case Study of Federal School of Surveying, Oyo.

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Key words: Education; Blended Learning; Online Learning; COVID-19; Lockdown

SUMMARY

Online learning is becoming increasingly popular and it can be described as learning that takes place using a computer connected to the internet as a tool for communication and learning. Blended learning is a mixture of both face-to-face and online learning in which some parts of the course are delivered online and some parts are delivered face-to-face. COVID-19 had altered the processes through its influences on every aspect of human existence and due to this effect, the leadership in every strata of the globe had found the stay-at-home/ lockdown order as the only viable measure to control and minimize the spread of the COVID-19 virus. This paper aimed to review the modalities adopted by Federal School of Surveying, Nigeria for the implementation of blended learning for the final year National Diploma (ND) students. The objectives included the review of impact of COVID-19 on education and examining the components of blended learning for implementation in the school. Blended learning implemented in the school involved 70% lecture delivery online and 30% lecture delivery face-to-face. Implementation involved the use of WhatsApp and Google Classroom; online classes were held on WhatsApp for students while assignments and additional lecture materials were distributed via Google Classroom. Online tests were also conducted to assess the students, revision classes were held face-to-face when the school re-opened. Field practicals and semester examinations were later conducted to conclude the semester. Class records showed that about 80% to 90% registered students participated in the online lectures. Success rate in the online tests conducted showed over 90% for one course, 80% to 89% for five courses, 72% to 76% for three courses and 62.4% for one course (Table 1). Challenges faced during online lecture delivery included slow internet speed, few students living in remote area without access to internet facilities and some who could not afford the cost of internet data subscription could not join the classes regularly. The study recommended that the Federal and state government should install appropriate facilities that will support online lecture delivery in the government-owned institutions, there should be supports for both staff and students of these institutions so that they can key into the programme

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properly for smooth online lecture delivery and government should ensure stable power supply and good internet speed in the higher institutions for online learning. The study also shows that blended learning is more cost-effective, flexible and accessible than traditional teaching.

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